



## **Incorporating Inuit Societal Values**



**Government of Nunavut**

**2013**



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This report is a compilation of the Government of Nunavut's activities that reflect Inuit Qaujimajatuqangit (IQ) and Inuit Societal Values (ISV). The first section of the report identifies legislation with references to IQ and ISV. The second section demonstrates each individual department's activities and/or programs in place to incorporate IQ and ISV into the workplace. It is important to note that this is not an annual report. Some *Acts* have specific requirements for annual reports and this report does not fulfil or replace those requirements. While this report encompasses all departments activities associated with implementing IQ and ISV, it is the responsibility of individual departments to ensure *Acts* are followed and initiatives and programs are implemented.



## PART 1: References to Inuit Societal Values and Inuit Qaujjimajatuqangit

References to Inuit Societal Values (ISV) and Inuit Qaujimajatuqangit (IQ) in legislation reviewed are summarized in this section, using point form and text directly from the legislation.

## IQ Principles

- (a) *Inuuqatigiitsiarniq* (respecting others, relationships and caring for people);
- (b) *Tunnganarniq* (fostering good spirit by being open, welcoming and inclusive);
- (c) *Pijitsirniq* (serving and providing for family or community, or both);
- (d) *Aajiiqatigiinni* (decision making through discussion and consensus);
- (e) *Pilimmaksarniq* or *Pijariuqsarniq* (development of skills through practice, effort and action);
- (f) *Piliriqatigiinni* or *Ikajuqtigiinni* (working together for a common cause);
- (g) *Qanuqtuurniq* (being innovative and resourceful); and
- (h) *Avatittinnik Kamatsiarniq* (respect and care for the land, animals and the environment).

## **Acts Searched**

### ***Official Languages Act/ Inuit Language Protection Act***

Under the *Official Languages Act (OLA)*, some of the duties and powers of the Languages Commissioner must be performed and exercised while considering Inuit Qaujimajatuqangit and other Inuit Societal Values.

Most explicit references to IQ/ISV appear in sections 21, 22, 22.1 and 30 of OLA, and apply to the Languages Commissioner when hiring staff or engaging elders, conducting mediation, and in exercising her/his investigative powers. These provisions are similar in the Inuit Language Protection Act.

#### **Elders**

OLA Section 21. (2) The Languages Commissioner may consult with or engage Elders for assistance with dispute resolution, or for the purposes relating to Inuit Qaujimajatuqangit in the exercise of the powers and performance of the duties of the Languages Commissioner that the Languages Commissioner considers appropriate.

#### **OLA Section 22. Specific duties**

(2) (b) developing mediation and other methods consistent with Inuit Qaujimajatuqangit, and using these methods when appropriate to resolve concerns about the performance of legislative, policy or procedural language obligations; and Inuit Qaujimajatuqangit

OLA Section 22.1. (1) The following general principles and concepts of Inuit Qaujimajatuqangit apply in respect of the exercise of the powers and performance of the duties of the Languages Commissioner under sections 20.1, 21, paragraph 22(2)(b), section 30 and sections 32(1) and (3):

(a) Inuuqatigiitsiarniq (respecting others, relationships and caring for people);



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- (b) Tunnganarniq (fostering good spirit by being open, welcoming and inclusive);
- (c) Pijitsirniq (serving and providing for family or community, or both);
- (d) Aajiiqatigiinni (decision-making through discussion and consensus);
- (e) Piliriqatigiinni or Ikajuqtigiinni (working together for a common cause);
- (f) Qanuqtuurniq (being innovative and resourceful).

#### Other Inuit societal values

OLA Section 22.1. (2) The Languages Commissioner may, in the exercise of the powers and performance of the duties of the Languages Commissioner, identify, use or incorporate other Inuit societal values that the Languages Commissioner considers to be relevant and beneficial.

#### Non-investigative resolution

OLA Section 30. The Languages Commissioner may recommend or use mediation and other means consistent with Inuit Qaujimajatuqangit in attempting to resolve concerns identified in an application or request made under section 26(1) or (2).

Under Communication with and Services to the Public in the Official languages, section 12(7) of OLA also makes indirect references to IQ/ISV by ensuring measures are taken by the administrative head of a territorial institution (a) "to provide an active offer of the services in question, making it known to members of the public that they have the right to communicate and receive available services in their Official Language of choice" and (b) "to ensure that the services in question are (i) delivered to members of the public on request; (ii) delivered with attention to cultural appropriateness and effectiveness; and (iii) of comparable quality".

These provisions can be said to support the principles of tunnganarniq – being open, welcoming and inclusive; pijitsirniq - serving and providing for









- (g) Qanuqtuurniq (being innovative and resourceful); and
  - (h) Avatittinnik Kamatsiarniq (respect and care for the land, animals and the environment).
- Duty of all
  - Section 1. (3) It is the responsibility of the Minister, the district education authorities and the education staff to ensure that Inuit societal values and the principles and concepts of Inuit Qaujimajatuqangit are incorporated throughout, and fostered by, the public education system.
- (PART 3) School Program- general
  - Section 7. (School program)
    - Inuit Qaujimajatuqangit, foundation of school program
      - (3) A district education authority shall ensure that the school program is founded on Inuit societal values and the principles and concepts of Inuit Qaujimajatuqangit and respect for Inuit cultural identity.
  - Section 8. (Education program)
    - Inuit Qaujimajatuqangit
      - (3) The Minister shall establish the curriculum in accordance with and base it on Inuit societal values and the principles and concepts of Inuit Qaujimajatuqangit and respect for Inuit cultural identity.
  - Section 9. (Local programs)
    - Inuit Qaujimajatuqangit
      - (3) Local programs shall be developed in accordance with and be based on Inuit societal values and the principles and concepts of Inuit Qaujimajatuqangit

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Qaujimajatuqangit, particularly the principles of Tunnganarniq and Pijiitsirniq.

- Inuit Qaujimajatuqangit
  - Section 38. The district education authority and the education staff shall implement the registration and attendance policy of the district education authority in accordance with Inuit societal values and the principles and concepts of Inuit Qaujimajatuqangit, particularly the principles of Tunnganarniq and Pijitsirniq.
- (PART 6) Inclusive Education
  - Inuit Qaujimajatuqangit
    - Section 52. A district education authority, a review board or a member of the education staff, in making a decision about adjustments and support under this Part, shall make the decision in accordance with the principles and concepts of Inuit Qaujimajatuqangit, particularly the principles of Tunnganarniq and Pilimmaksarniq.
- (PART 7) Student and Parental Participation
  - Carrying out responsibilities
    - Section 54. (3) In fulfilling their responsibilities, students shall
      - (d) learn about Inuit Qaujimajatuqangit and contribute to and support Inuit Qaujimajatuqangit in the school;
  - Parent participation
    - Parent's role
      - Further responsibilities
        - Section 55. (2) Without restricting the generality of subsection (1), a parent of



- (e) to encourage the student to support the Inuuqatigiitsiarniq policy of the district education authority and carry out his or her obligations under it; and
  - (f) to support and encourage the student to learn about Inuit Qaujimajatuqangit and to contribute to and support Inuit Qaujimajatuqangit in the school.
- Inuuqatigiitsiarniq Policy
  - Inuuqatigiitsiarniq Policy
    - Section 58. (1) A district education authority shall develop and adopt a policy for students about respecting others and managing relationships to be known as the "Inuuqatigiitsiarniq policy".
- Purpose of policy
  - Section 58. (2) The purpose of the Inuuqatigiitsiarniq policy is to create and maintain a welcoming, positive and safe school environment that is supportive of the students and their education.
- Contents
  - Section 58. (3) The policy shall
    - (a) set out requirements or responsibilities relating to the conduct of students in addition to the other requirements and responsibilities under this Act; and
    - (b) include measures to encourage and assist students to fulfil their responsibilities and to meet the requirements that apply to them and to govern how a failure to fulfil those



- **Matters to be addressed**
  - **Section 58. (4)** In addressing the matters set out in subsections (2) and (3), the policy shall include provisions that
    - (a) encourage students to take responsibility for their own behaviour;
    - (b) encourage students while on school premises to be respectful of others and of the property of others;
    - (c) provide for the involvement of Elders and community experts in the implementation of the policy; and
    - (d) select a system for the management of student behaviour to be employed in schools under the jurisdiction of the district education authority.
- **Additional contents**
  - **Section 58. (5)** Without limiting paragraph (3)(b), an Inuuqatigiitsiarniq policy may include provisions
    - (a) setting out grounds under which a student may be suspended under paragraph 62(1)(b) or 63(1)(b) or expelled under paragraph 65(1)(b) and respecting any other matters referred to in sections 62, 63 and 64 as being matters that may be set out in the policy; and
    - (b) imposing additional requirements in respect of the suspension or expulsion process set out in this Act or the regulations that are not inconsistent with this Act or regulations and the requirements may include

actions that should be taken or considered before suspending or expelling a student.

- Inuit Qaujimajatuqangit
  - Section 58. (6) The Inuuqatigiitsiarniq policy shall be developed in accordance with the principles and concepts of Inuit Qaujimajatuqangit, particularly the principles of Inuuqatigiitsiarniq and Piliriqatigiinniq
- Other requirements
  - Section 58. (7) A district education authority shall develop the Inuuqatigiitsiarniq policy in accordance with the regulations.
  - Section 58. (8) **Deleted.** 2nd Legislative Assembly, September 11, 2008.
- Role of principals
  - Section 58. (9) Principals shall assist the district education authority in the development of the Inuuqatigiitsiarniq policy.
- Implementation
  - Section 58. (10) A principal shall implement the Inuuqatigiitsiarniq policy in his or her school and he or she shall implement it in accordance with the principles and concepts of Inuit Qaujimajatuqangit, particularly the principles of Inuuqatigiitsiarniq, Tunnganarniq and Piliriqatigiinniq.
- Duties re: understanding and compliance
  - Section 58. (11) Principals and teachers shall ensure that students understand the Inuuqatigiitsiarniq policy and shall encourage them to comply with it.
- Amendments
  - Section 58. (12) If the regulations respecting the content of the Inuuqatigiitsiarniq policy change, the

district education authority shall amend its policy to conform with the regulations.

- Process

- Section 58. (13) A district education authority may amend its Inuuqatigiitsiarniq policy and subsections (6) to (10) apply, with such modifications as the circumstances require with respect to an amendment.

- Copy to Minister

- **Section 58. (13.1)** The district education authority, immediately on adopting an Inuuqatigiitsiarniq policy or an amendment to it, shall forward a copy of the policy or the policy, as amended, to the Minister.

- Minister may require amendments

- **Section 58. (13.2)** The Minister may require a district education authority to make such amendments to an Inuuqatigiitsiarniq policy as the Minister considers necessary or advisable in order for it to be consistent with this Act and the regulations.

- Minister's assistance

- Section 58. (14) The Minister shall ensure that materials are developed and distributed to district education authorities to assist them in the development of their Inuuqatigiitsiarniq policies

- Regulations

- Section 58. (15) For the purposes of this section, the Commissioner in Executive Council may make regulations respecting
  - (a) the content of the Inuuqatigiitsiarniq policy; and
  - (b) the process for developing or amending the policy.



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the principles of Inuuqatigiitsiarniq, Tunnganarniq and Piliriqatigiinniq.

- Reporting on behaviour to district education authority
  - Section 60. A principal shall, in accordance with the regulations, provide the district education authority with reports on student behaviour in his or her school.
- School rules
  - Section 61. (1) Subject to the approval of the district education authority, the principal may make rules in respect of his or her school.
- Inuit Qaujimajatuqangit
  - Section 61. (2) The school rules shall be developed in accordance with the principles and concepts of Inuit Qaujimajatuqangit, particularly the principles of Inuuqatigiitsiarniq and Piliriqatigiinniq.
- Discipline
  - Inuit Qaujimajatuqangit
    - Section 68. A district education authority and the members of the education staff, in acting under the Inuuqatigiitsiarniq policy and sections 62 to 67, shall act in accordance with the principles and concepts of Inuit Qaujimajatuqangit, particularly the principles of Inuuqatigiitsiarniq, Tunnganarniq and Piliriqatigiinniq
- (PART 10) Instructional Hours and School Calendars
  - Contents of calendar
    - Inuit Qaujimajatuqangit
      - Section 84. (3) A district education authority shall develop a school calendar in accordance with the principles and concepts of Inuit Qaujimajatuqangit, particularly the principles of Pijitsirniq and Aajiiqatigiinniq.



- (PART 11) School Staff
  - teachers
    - Orientation and mentoring programs)
      - Inuit Qaujimajatuqangit
        - Section 96. (2) Orientation and mentoring programs developed under subsection (1) shall be developed in accordance with and be based on Inuit societal values and the principles and concepts of Inuit Qaujimajatuqangit.
    - Specific additional duties of teachers
      - Section 98. In addition to anything else a teacher is required to do under this Act, he or she shall
        - (b) teach his or her students in a manner that is consistent with Inuit societal values and the principles and concepts of Inuit Qaujimajatuqangit and respect for Inuit cultural identity;
- Principals and Vice-principals
  - Duties of principal- general statement
    - Inuit Qaujimajatuqangit
      - Section 114. (2) The principal shall carry out his or her duty under subsection (1) in accordance with Inuit societal values and the principles and concepts of Inuit Qaujimajatuqangit.
  - Duty to monitor re: Inuit Qaujimajatuqangit
    - Section 114.1. (1) A principal shall monitor and evaluate the carrying out of the Inuit Qaujimajatuqangit duties of the members of the education staff in his or her school.
  - Information to be provided

- Section 114.1. (2) A principal shall provide the district education authority and the Minister with such information as the district education authority or the Minister may request in relation to the carrying out of the Inuit Qaujimajatuqangit duties of the principal or of the members of the education staff.
- Accountability
  - Section 114.1. (3) A principal is accountable to the district education authority and to the Minister in respect of the carrying out of his or her Inuit Qaujimajatuqangit duties.
- Definition of "Inuit Qaujimajatuqangit duties"
  - Section 114.1. (4) In this section, "Inuit Qaujimajatuqangit duties" means duties relating to Inuit societal values and the principles and concepts of Inuit Qaujimajatuqangit.
- (PART 12) Administration- The Minister
  - Report on Inuit Qaujimajatuqangit
    - Section 122.1. (1) Subject to subsection (6), the Minister shall prepare and include in the report referred to in subsection 126(1) a report on the carrying out of the Inuit Qaujimajatuqangit duties of the Minister and of the principals and other members of the education staff.
  - Committee of Elders
    - Section 122.1. (2) The Minister shall ensure that there is a committee of Elders to monitor, evaluate and report on the carrying out of the Inuit Qaujimajatuqangit duties of the Minister and of the principals and other members of the education staff.
  - Information to be provided



- Section 122.1. (3) The committee may require the Minister to provide the committee with information in the possession of the Minister or the department relating to the carrying out of the Inuit Qaujimajatuqangit duties of the Minister and principals and other members of the education staff.
- Definition of "Inuit Qaujimajatuqangit duties"
  - Section 122.1. (7) In this section, "Inuit Qaujimajatuqangit duties" means duties relating to Inuit societal values and the principles and concepts of Inuit Qaujimajatuqangit.
- Duties of District Education Authorities
  - Additional duties and responsibilities
    - Considerations
      - Section 138. (3) Before recommending that a regulation be made under paragraph (1)(a), the Minister shall consider the effect that the assignment of additional duties and responsibilities would have on
        - (b) the incorporation of Inuit societal values and the principles and concepts of Inuit Qaujimajatuqangit into the school program;
  - Report on Inuit Qaujimajatuqangit
    - Section 138.1. (1) A district education authority shall prepare and include in the report referred to in subsection 146(1) a report on the carrying out of the Inuit Qaujimajatuqangit duties of the district education authority and of principals and other members of the education staff in the schools under the jurisdiction of the district education authority.
  - Definition of "Inuit Qaujimajatuqangit duties"





- Section 138.1. (2) In this section, "Inuit Qaujimajatuqangit duties" means duties relating to Inuit societal values and the principles and concepts of Inuit Qaujimajatuqangit.

## **Wildlife Act**

- ISV
  - No references
- IQ
  - (PART 1) General provisions
    - Values
      - Section 1.(f) the guiding principles and concepts of Inuit Qaujimajatuqangit are important to the management of wildlife and habitat and should be described and made an integral part of this Act;
  - Interpretation
    - Definitions
      - "Inuit Qaujimajatuqangit" means traditional Inuit values, knowledge, behaviour, perceptions and expectations; (Qaujimajatuqangit Inuit)
  - Interpretation
    - The Inuit Language
      - Section 3. (2) The Inuit Language, or the appropriate dialect of the Inuit Language, may be used to interpret the meaning of any guiding principle or concept of Inuit Qaujimajatuqangit used in this Act. S.Nu. 2008,c.17,s.48.
  - Inuit Qaujimajatuqangit
    - Guiding principles and concepts
      - Section 8. The following guiding principles and concepts of Inuit Qaujimajatuqangit apply under this Act:

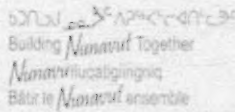


- (a) Pijitsirniq/Ihumaliukti, which means that a person with the power to make decisions must exercise that power to serve the people to whom he or she is responsible;
- (b) Papattiniq/Munakhinik, which means the obligation of guardianship or stewardship that a person may owe in relation to something that does not belong to the person;
- (c) Aajiiqatigiingniq/Pitiakatigiiklotik, which means that people who wish to resolve important matters or any differences of interest must treat each other with respect and discuss them in a meaningful way, keeping in mind that just because a person is silent does not necessarily mean he or she agrees;
- (d) Pilimmaksarniq/Ayoikyumikatakhimanik, which means that skills must be improved and maintained through experience and practice;
- (e) Piliriqatigiingniq/Havakatigiiklutik, which means that people must work together in harmony to achieve a common purpose;
- (f) Avatimik Kamattiarniq/Amiginik Avatimik, which means that people are stewards of the environment and must treat all of nature holistically and with respect, because humans, wildlife and habitat are inter-connected and each person's actions and intentions towards everything else have consequences, for good or ill;
- (g) Qanuqtuurunnarniq/Kaujimatukanut, which means the ability to be creative and flexible and to improvise with whatever is at hand to achieve a purpose or solve a problem;



- (h) Qaujimanilik/Ihumatuyuk, which means a person who is recognized by the community as having in-depth knowledge of a subject;
- (i) Surattittailimaniq/Hugattittailimanik, also called Iksinnaittailimaniq/Ikhinnaittailimanik, which means that hunters should hunt only what is necessary for their needs and not waste the wildlife they hunt;
- (j) Iliijaqsuittailiniq/Kimaitailinik, which means that, even though wild animals are harvested for food and other purposes, malice towards them is prohibited;
- (k) Sirliqsaaqtittittailiniq/Naklihaaktitihuiluhi, which means that hunters should avoid causing wild animals unnecessary suffering when harvesting them;
- (l) Akiraqtuutijariaqanginniq Nirjutiit Pijjutigillugit/Hangiaguikluhi Nekyutit InuupPiutigingitait, which means that wildlife and habitat are not possessions and so hunters should avoid disputes over the wildlife they harvest or the areas in which they harvest them; and
- (m) Ikpigusuttiarniq Nirjutilimaanik/Pitiaklugit nekyutit, which means that all wildlife should be treated respectfully.
- Pijitsirniq/Ihumaliukti
  - Section 9. (1) The Government of Nunavut, the NWMB, the NSRC, every RWO and HTO and every conservation officer and wildlife guardian must follow the principle of Pijitsirniq/Ihumaliukti when performing their functions under this Act.





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Nunavummiut must use their best efforts to follow the principle of Piliriqatigiingniq/Havakatigiiklutik to fulfill the purpose, values and principles of this Act.

- Avatimik Kamattiarniq/Amiginik Avatimik
  - Section 9. (6) The Government of Nunavut, the NWMB, every RWO and HTO, every conservation officer and wildlife guardian and Nunavummiut must use their best efforts to follow the principle of Avatimik Kamattiarniq/Amiginik Avatimik.
- Qanuqtuurunnarniq/Kaujimatukanut
  - Section 9. (7) Because of the unique challenges facing Nunavut, this Act must be interpreted and applied in a way that respects the principle of Qanuqtuurunnarniq/Kaujimatukanut.
- (PART 2) Rights and Authorities: Exceptional Activities
  - Species at risk license
    - Section 20. (1) The Superintendent may issue a licence authorizing a person to engage in an activity for education or research that is otherwise prohibited under this Act in respect of an extinct species or a listed species, if
      - a) the activity is related to the conservation of the species and is conducted by a scientist, Qaujimanilik/Ihumatuyuk, educator or other person having the appropriate expertise to conduct that activity;
  - Pre-conditions
    - Section 20. (2) A licence may only be issued under subsection (1) if the activity is authorized under



- (i) all reasonable alternatives to the activity that would reduce the impact on the species have been considered and the activity being authorized is the best among the alternatives, after considering relevant ecological, scientific, Inuit Qaujimajatuqangit, technological, and socio-economic factors,
- Rights and Authorities: Authorized persons
  - Section 21. (2) Only a conservation officer, wildlife guardian, scientist, Qaujimanilik/Ihumatuyuk, or a person acting under their authority, may be authorized under subsection (1).
- (PART 5) Conservation and Other Management Measures
  - Designating species at risk
    - Recommendations
      - Section 129. (1) The NSRC shall, at least once a year, make a report to the NWMB containing
        - (c) a status report summarizing the best available information on the status of a species, including knowledge from any scientist, Qaujimanilik/Ihumatuyuk or other holder of traditional knowledge that may be appropriate;
- (PART 6) Management Functions - Minister
  - Powers of Minister
    - Section 149. The Minister may
      - (d) support and implement suitable programs of education and training respecting Inuit Qaujimajatuqangit, safe and humane harvesting methods, harvester education and wildlife conservation;
- Advisory committees



- Eligibility
  - Section 159. (3) To be eligible to be a member of the NSRC, a person must be recognized by the Minister as a scientist or Qaujimanilik/Ihumatuyuk having the appropriate expertise related to species at risk.
- Support
  - Section 159. (6) The Minister may provide the professional, technical and clerical assistance to the NSRC, including assistance from a scientist and Qaujimanilik/Ihumatuyuk and other experts.
- Elders advisory committee
  - Section 160. (1) The Minister must appoint an advisory committee of elders to review current, traditional and historical types, methods and technologies of harvesting wildlife in the context of the guiding principles and concepts of Inuit Qaujimajatuqangit and to advise the Minister on those it considers humane and safe.
- Advisory committee
  - Eligibility
    - Section 160. (3) To be eligible to be a member of the advisory committee of elders referred to in subsection (1), a person must be recognized by the Minister as a Qaujimanilik/Ihumatuyuk having the appropriate expertise.
- (PART 7) Administrative Matters
  - Natural Resources Conservation Trust Fund
    - Purposes of Fund
      - Section 181. 2 (d) promote education and training respecting Inuit Qaujimajatuqangit, safe and humane harvesting methods, harvester education and wildlife conservation;



- Regulations
  - Education
    - Section 193. The Commissioner in Executive Council may make regulations in relation to education and training respecting Inuit Qaujimajatuqangit, safe and humane harvesting methods, harvester education and wildlife conservation, including regulations
      - (a) respecting courses and examinations on these matters; and
      - (b) requiring persons to successfully complete a course or examination before engaging in any activity requiring a licence.
- General matters
  - Section 201. The Commissioner in Executive Council may make regulations
    - (e) respecting any other matter deemed necessary or advisable to give effect to the guiding principles and concepts of Inuit Qaujimajatuqangit under this Act;

### ***Family Support Orders Enforcement Act***

- ISV
  - No references
- IQ
  - No references

### ***Public College For The Eastern Arctic Regulations***

- ISV
  - No references
- IQ



- No references

## ***Child And Family Services Act***

- ISV

- Preamble

- And whereas it is recognized that decisions concerning children should be made in accordance with the best interests of children, with a recognition that differing cultural values and practices must be respected in those determinations;

- Best interests of the child

Section 3. Where there is a reference in this Act to the best interests of a child, all relevant factors must be taken into consideration in determining the best interests of a child including the following factors, with a recognition that differing cultural values and practices must be respected in making that determination:

- (a) the child's safety;
- (b) the child's physical, mental and emotional level of development and needs, and the appropriate care or treatment to meet those needs;
- (c) the child's cultural, linguistic and spiritual or religious upbringing and ties;
- (d) the importance for the child's development of a positive relationship with his or her parent, a secure place as a wanted and needed member of the family, and a stable environment;
- (e) the importance of continuity in the child's care and the possible effect on the child of disruption of that continuity;
- (f) the risk that the child may suffer harm through being removed from, kept away from, returned to, or allowed to remain in, the care of a parent;
- (g) the merits of any proposed plan of care for the child;





- (h) the child's relationship by blood or through adoption;
- (i) the child's views and preferences, if they can be reasonably ascertained;
- (j) the effects on the child of a delay in making a decision.
- Child Who Needs Protection
  - Interpretation
    - Section 7. (2) Subsection (3) shall be interpreted
      - (a) with a recognition that differing cultural values and practices must be respected; and
      - (b) in accordance with community standards.
- IQ
  - No references

### ***Family Abuse Intervention Act***

- ISV - Introduction
  - Stressing the importance of inuuqatigiitsiarniq, which means respecting others, relationships and caring for people, and tunnganarniq, which means fostering good spirit by being open, welcoming and inclusive;
  - Affirming the commitment of the Government of Nunavut to pijitsirniq, which means serving and providing for families and communities;
  - Incorporating and encouraging qanuqtuurniq, which means being innovative and resourceful;
- IQ - Introduction
  - Recognizing that the values and cultures of Nunavummiut and the guiding principles and concepts of Inuit Qaujimajatuqangit reflect the right of every individual in Nunavut to a full and productive life, free from harm and fear of harm;
  - (PART 1) Interpretation and Principles



- "Inuit Qaujimajatuqangit" means traditional Inuit values, knowledge, behaviour, perceptions and expectations; (Inuit Qaujimajatuqangit)

## ***Human Rights Act***

- ISV - Introduction
  - Whereas it is just and consistent with Canada's international undertakings to recognize and make special provision for Inuit culture and values that underlie the Inuit way of life;
- (PART 3) HUMAN RIGHTS TRIBUNAL Establishment and Composition
  - Qualifications
    - Section 16. (2) A person appointed as a member of the Tribunal must have an interest in and a sensitivity to human rights and to Inuit culture and values that underlie the Inuit way of life.
- (PART 5) Hearing
  - Order
    - Section 34. (3) If the Tribunal finds, under subsection (1), that a notification has merit in whole or in part, the Tribunal
      - (a) may order a party against whom the finding was made to do one or more of the following:
        - (x) to take any further action that the Tribunal considers appropriate having regard to Inuit culture and values that underlie the Inuit way of life; and
- IQ
  - (PART 1) Interpretation and Application
    - Purpose



- Section 2. The purposes of this Act are to acknowledge within the framework of Inuit Qaujimajatuqangit that the Government, all public agencies, boards and commissions and all persons in Nunavut have the responsibility to guarantee that every individual in Nunavut is afforded an equal opportunity to enjoy a full and productive life and that failure to provide equality of opportunity threatens the development and well-being of all persons in the community.

### ***Nunavut Elections Act***

- ISV
  - No references
- IQ
  - (PART III) Constituencies and Polling Stations
    - Factors for constituency boundaries
      - Section 21. (1) A Boundaries Commission shall establish the boundaries of constituencies on the basis of the following factors
        - (f) Inuit Qaujimajatuqangit
    - Proposing names
      - Section 22. (1) A Boundaries Commission may, in accordance with Inuit Qaujimajatuqangit, propose the name for a constituency.
  - (PART IX) – Enforcement
    - Compliance Agreements
      - Nature of agreement
        - Section 230. (1) A compliance agreement is an agreement whereby a person who is alleged to have committed an offence agrees, in exchange for the stay of any prosecution in



respect of the offence, to one or more of the following:

- (c) to seek atonement in accordance with Inuit Qaujjimajatuqangit;

**Legislative Assembly And Executive Council Act**

- ISV
  - No references
- IQ
  - Interpretation
    - Inuit Qaujimajatuqangit
      - Section 2. (3) In exercising its right referred to in subsection (1), the Legislative Assembly may take into consideration Inuit Qaujimajatuqangit. S.Nu. 2006,c.10,s.4(2).
  - Rights and Powers of Legislative Assembly and Members
    - Part of the law of Nunavut
      - Section 16. (2) The privileges, immunities and powers referred to in subsection (1)
        - (d) shall be exercised taking into consideration Inuit Qaujimajatuqangit.
  - Management and Services Board
    - Inuit Qaujimajatuqangit
      - Section 40. (7) In exercising its powers and carrying out its duties, the Management and Services Board shall give due consideration to the cultures and traditions of Nunavut and to Inuit Qaujimajatuqangit. S.Nu. 2002,c.15,s.3; S.Nu. 2010,c.13,s.11.

## PART 2: Government of Nunavut IQ and ISV Initiatives

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The following section identifies current departmental initiatives that incorporate IQ and ISV.

### Definitions from Human Resource Manual (section 318)

**Inuit Qaujimajatuqangit (IQ)** is knowledge that has been passed down inter-generationally by Inuit prior to European contact, applicable in current governance, and that can also be utilized in the evolution of governance in Nunavut.

**Inuit Societal Values (ISV)** reflect the following:

- a) *Inuuqatigiitsiarniq*. Respecting others, relationships and caring for people;
- b) *Tunnganarniq*. Fostering good spirits by being open, welcoming and inclusive;
- c) *Pijitsirniq*. Serving and providing for family and/or community;
- d) *Aajiiqatigiinniq*. Decision making through discussion and consensus;
- e) *Pilimmaksarniq/Pijariuqsarniq*. Development of skills through observation, mentoring, practice, and effort;
- f) *Piliriqatigiinniq/Ikajuqtigiinniq*. Working together for a common cause;
- g) *Qanuqtuurniq*. Being innovative and resourceful;
- h) *Avatittinnik Kamatsiarniq*. Respect and care for the land, animals and the environment.

### Excerpt from the Code of Values and Ethics:

**Values and Guiding Principles:** This Code is founded on the following broad Inuit societal values:

### *Inuit Qaujimajatuqangit Values*

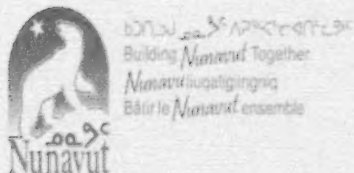
- a) *Inuuqatigiitsiarniq*, or respecting others, loyalty and caring for people;
- b) *Tunnganarniq*, or fostering good spirit by being open, welcoming and inclusive;
- c) *Pijitsirniq*, or serving and providing for others;
- d) *Aajiiqatigiinniq*, or decision making through consensus;
- e) *Pilimmaksarniq* / *pijariuqsarniq*, or development of skills through practice, effort and action;
- f) *Piliriqatigiinniq* / *Ikajuqtigiinniq*, or working together for a common cause;
- g) *Qanuqtuurniq*, or being innovative and resourceful;
- h) *Avatittinnik Kamatsiarniq*, or respect and care for the land, animals and the environment;

Falling under these broad values are the following more specific guiding principles:

## Guiding Principles

- i) *Sulittiarniq* – public servants must uphold the public trust by behaving honestly and with integrity;
- j) *Ajjigiiktitsiniq* – public servants must carry out their responsibilities in a way that is, and that the public sees to be, fair, objective and impartial;
- k) *Ujjiqsuttiarniq* – public servants must perform their work in a courteous and conscientious manner and be respectful of the needs and values of co-workers and the public they serve;
- l) *Iqqanaijaqtititavauniq* – public servants must seek to achieve high standards of service and use and manage resources in a responsible, economic and efficient manner;
- m) *Pijitsittiarniq gavamakkunnik* – public servants have a duty of loyalty to the GN and to the public, and must carry out their responsibilities to the best of their abilities, regardless of their personal or political affiliations;





n) *Kiggaqtuittiarniq iqqanaijarvigijaminut* – public servants must represent the GN with professionalism and not conduct themselves in a manner that could bring the reputation of the GN into disrepute.

## Department of Environment

## Program Initiatives

## Social Science Research Program

In 2007, the Department of Environment created a Social Science Researcher position in the wildlife management division. The position develops and conducts research to gather Inuit Qaujimajangit on a variety of topics to complement scientific research being conducted in Nunavut. The Social Science Researcher also develops and conducts research to gather Inuit Qaujimajangit on a wide variety of management initiatives designed to meet the Ministers obligations under the NLCA and to provide a basis for management policies and practices in all areas of the department in Nunavut.

The Research Program uses qualitative and quantitative approaches to help the Department of Environment take into account the needs of Nunavummiut, particularly Inuit, and understand how Nunavut society views wildlife management services and measure how satisfied they are with the services provided.

## Elders IQ on Climate Change

The Department of Environment completed a digitization project of IQ recordings with elders in the Baffin Region (carried out 2011-2012). This was done to archive the recordings for integration into future outreach and communications tools, such as climate change podcasts and other interactive climate change resources. These tools will be disseminated through the Nunavut Climate Change Centre.

## Celebration of the Seal

Celebration of the Seal is an annual event, funded by the Department of Environment in partnership with the Department of Culture and Heritage and Nunavut Tunngavik Incorporated (NTI). It celebrates the importance of seals to Inuit, including stories, songs, clothing, food, games and other aspects of Inuit culture that are linked to the seal.

### **Nunavut Coastal Zone Resource Inventories**

The Nunavut Coastal Zone Resource Inventories project is a community based initiative that records, compiles and publishes Inuit knowledge on the local coastal environment, for the use of communities in planning, development and conservation. During each inventory project, the department worked closely with local HTOs to identify the size and extent of the study area and identify local experts (elders and hunters). The overall goal of the project is to increase and facilitate the use of Inuit Qaujimajatuqangit in decision making related to the coastal and marine environment.

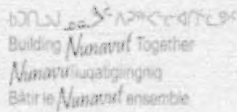
### **Inuit Societal Values Workshop**

The Department of Environment worked with the Department of Culture and Heritage to develop a workshop on integrating ISV into environmental management. A pilot workshop was held in December 2012; results are being evaluated and the department is considering undertaking similar workshops on an on-going basis.

### **Territorial Parks Development**

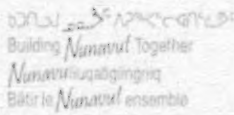
The Department of Environment works to integrate Inuit knowledge and ISV into all park development. Projects undertaken recently include:

- Clyde River – Cultural Landscape Resource Inventory;
- Resolute Bay and Grise Fiord – Traditional knowledge information on Axel Heiberg/ Napartulik;
- Sanikiluaq - Traditional knowledge information on proposed park between Sanikiluaq and Kataapik;
- Baker Lake and Gjoa Haven - Traditional knowledge consultations on the Back River; and



- Page 37





## Program Initiatives

The department has developed and implemented successful IQ events for the past several seasons. The department has augmented its cultural immersion days in the past with guest lecturers and presentations on Inuit culture and history. The department transmits an Inuktitut “word of the day” to all staff, and organizes inclusive country food potlucks, with family members invited to attend in addition to staff. The department uses Inuktitut almost exclusively in its Igloolik office, and has the capacity to serve its



To better integrate ISV into its initiatives, the department's Elders and Youth Division established their programs on the basis of the 2010-2014 Elder Program Strategy. The recommendations of this strategy were set by elders on the basis of ISV. The division works closely with elders for direction through monthly teleconference calls and workshops in communities. Elders in communities assist division staff with implementing the strategy recommendations and programming such as:

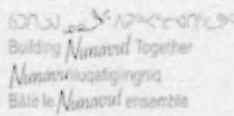
- Elder lectures in communities: selected elders from various communities talk on local radio stations about how Inuit use to deal with such things as child rearing, family relationships, roles of individuals and respect for the elders.
- Oral history collection: adults or younger people conduct interviews in their community to collect stories from the elders.
- Collecting historical site stories: using maps, elders are gathered to tell stories on how the name of an area of land came to be, examine significant events that have happened in certain areas, as well identify what areas are dangerous and what areas provide the best camp sites.
- Family relations and genealogy project: this is a promotion of kinship terms to be revived and a mechanism for both elders and youth to learn more about t family lines.

Through the department's grants and contributions, funding is provided to applicants that propose projects to promote and preserve the Inuit culture, tradition and language.

### **Inuit Uqausinginnik Taiguusiliuqtiit (IUT)**

Inuit Uqausinginnik Taiguusiliuqtiit (IUT) was created by the Inuit Language Protection Act (ILPA) on September 18<sup>th</sup>, 2009 and established as an arms-length public agency on September 19<sup>th</sup>, 2011. As a public agency, IUT is founded on the principles of IQ and ISV because its specific mandate is to expand knowledge and expertise in the area of the Inuit Language. The following six principles form the foundation of IUT's reason for being:





- Inuit Qaujimajatuqangit Katimajiit (IQK)**

- Provides advice, as requested by departments, on their efforts to deliver programs and services within the context of IQ;

- Provides advice to departments, on their efforts to demonstrate traditional Inuit values through their day-to-day operations;
- Provides advice to departments on the viability of suggested approaches for improving governmental progress on IQ; and
- May offer advice to the government on IQ issues at any time.

At its two last meetings (June 2012 and March 2013), the IQK provided feedback on proposed changes to the Child and Family Services Act and on the Nunavut Representative for Children and Youth Act and discussed concerns relating to GN policies, reflecting Inuit traditional laws regarding family, parental and elder life-long responsibilities for an offspring's wellbeing and guidance.

### **Tuttarviit**

Tuttarviit is an inter-departmental working group consisting of IQ coordinators from each GN department. Tuttarviit draws on IQK as a resource and develops IQ related initiatives for the GN.

In the last two years, Tuttarviit held a strategic planning retreat to develop an implementation plan and reviewed and provided recommendations on the following issues:

- *Official Languages Act*
- Food Security
- Cervical Cancer Screening
- *Nunavut's Representative for Children and Youth Act*
- The Act to amend the *Access to Information and Privacy Protection Act*
- Legislative proposal on the Nunavut Business Credit Corporation
- Legislative proposal on Health and Social Services
- *Public Health Act*
- Legislative proposal on collaboration for Poverty Reduction Act
- Fur Harvester Support Program Policy
- Environment and Inuit survival
- Alternative Social Policy Framework for Nunavut

Tuttarviit also sponsored two presentations on IQ in academia – lessons learned for IQ in government (Dr. Janet Tamalik McGrath) and IQ as an Indigenous governance system (Keiichi Omuna – Osaka University).

### **Inuit Society Values Katimajiit (ISVK)**

ISVK was established in June 2011. The membership consists of senior officials from the GN departments of Culture and Heritage, Finance, Education, Environment, Justice, Nunavut Arctic College, Health, Economic Development and Transportation, and Family Services. The majority of the members are Inuit senior officials. ISVK was very active in assisting and providing advice to Human Resources (HR) in two key areas of HR Directives.

### **Operational Initiatives**

The GN's established IQ principles serve as a guide for the department's Corporate Services Division, which is updating internal processes for the administration of the department's Grants and Contributions. *Ikajuqtigiiniq* will provide space for innovation in the division's use of resources as it updates its processes according to the Grants and Contributions Policies and Financial Administration Manual. It is implicit that observation and mentorship will provide the foundation for any changes going forward.

As the lead department for official languages, the Department of Culture and Heritage is coordinating efforts to ensure *Tunnganarniq* and to ensure ISV are preserved. By ensuring rights to communicate with, and receive services in Nunavut's official languages, the department ensures Nunavummiut are being included in their communities. It is working to ensure service standards within its own department by providing communications and publications in Inuktitut, Inuinnaqtun, French, and English. It also provides translation services and support to other departments to allow them to build their service capacity.

The department's Heritage Division is working to advance Inuit Societal Values by making every effort to strengthen the role of Elders and community members in addressing Nunavummiut interests in historic and archaeological sites. The division recognizes the role that Elders have in





conserving vulnerable Inuit heritage sites and historic Inuit land use. The role of Elders has become increasingly important with the recent Environmental Impact Assessments of natural resource development and similar activity within the Inuit Settlement Area. The department has encouraged incoming proponents of mining development to engage Elders in order to have community-level input on locations for exploratory work and the subsequent monitoring of the areas where ongoing projects are taking place.

The Inuit Qaujimajatuqangit Division is committed to the promotion and integration of Inuit societal values at all levels of its operations. Almost every undertaking by the division is related, in one way or another, to Inuit societal values. Major initiatives include the coordination of the IQK and Tuttarviit.

## **Nunavut Housing Corporation**

### **Program Initiatives**

Nunavut Housing Corporation (NHC) delivery of Home Ownership Assistance Programs and the Public Housing Program is community based through its Local Housing Organizations, which are 84% staffed by Inuit and governed by locally elected boards. As such, Inuit Societal Values are inherent in all aspects of daily operations and client contact. Application forms and information are provided in local dialects.

### **Operational Initiatives**

NHC has established an ILPA/OLA/ISV Advisory Committee with representation from each of its five offices to ensure implementation in a consistent and participatory fashion.

*Igluliuqatigiilauqta*, and changes to the Public Housing Rent Scale were developed in accordance with *aajiiqatiginniq*, *pijitsirniq* and *piliriqatinniq* / *ikajuqtiiginniq*. The NHC's Tunngasugvik Policy in particular embodies the principals of *tunnganarniq* and *qanuqtuurniq*.

The principal of *avatittinnik kamatsiarniq* is embodied in NHC's energy efficient housing designs and upgrades, along with funding for energy efficiency improvements for qualifying homeowners under the Homeownership Renovation Program and the Heating Oil Tank Replacement Program.

*Pilimmaksarniq / pijariuqsarniq* is demonstrated through the NHC's community development focus whereby Local Housing Organization staff is recruited locally and provided training and supports.

NHC has identified the need for an IQ and Uqausivut Coordinator as part of its internal organization review.

NHC actively participates as a member of Tuttarviit Committee.

NHC hosts regular IQ/ISV cultural outings involving elders.

NHC uses Inuktitut almost exclusively in its Arviat offices, and can serve clients in Inuktitut in all locations.

## **Department of Economic Development and Transportation**

### **Program Initiatives**

Contribution agreements for all non-governmental organizations partnering with the Department of Economic Development and Transportation (ED&T) in 2013/14 will include a requirement for ISV, in addition to following the Nunavummi Nangminiqaqtunil Ikajuuti (NNI) policy and other conditions.

### **Operational Initiatives**

ED&T are including ISV in all job descriptions, so they are becoming an essential part of how all staff work.

All meetings are held using consensus decision making, with a clear expectation that all ISVs will be utilized in the meetings.

ISV were used by the advisory group and consultants in the recently completed *Tunngasajji, a Tourism Strategy for Nunavut*. ISV is recognized on the first page of the strategy's executive summary and in the guiding principles of the document.

All future strategies will include ISV in a similar manner.

## Nunavut Arctic College

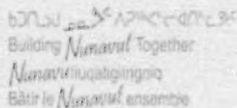
### Program Initiatives

#### **Piqqusilirivvik**

The Piqqusilirivvik Inuit Cultural Learning Facility is a prime example of ISV being used in the workplace, as all aspects of the new cultural centre are based on ISV, including instructors and staff working together to incorporate ISV into the foundation of the courses offered. The following are a few examples:

- *Tunnganarniq*: Fostering good spirits by being open, welcoming and inclusive.
  - The layout of the common area is based on an igloo. Therefore the students and staff mingle during break times and hold gatherings at the beginning of each day in that area. Visitors come to use the common area, and it is also used during meal times.
- *Pilimmaksarniq*: Development of skills through observation, mentoring, practice and effort.
  - **Teaching**: teaching students about survival on the land by making harpoons, lears, etc., and using them while on a hunting course, in addition to the making of igloos and shelters, preparation and preservation of harvested animals for consumption, and the making of clothing from the skins. It provides hands-on experience for all participants.
  - **Working**. A resident elder is passing on knowledge to others who work with him, therefore mentoring all of the younger generations.





- ## Operational Initiatives

The department has a manual on Working with Elders for Adult Educators and Instructors and other College Staff based on ISV.

## Department of Community and Government Services

## Program Initiatives



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## **Partnership with Nunavut Arctic College IT Diploma Program**

As part of incorporating *pilimmaksarniq/pijariuqsarniq*, the Department of Community and Government Services (CGS) continues to fund a two year IT Diploma program through NAC directed at Inuit Beneficiaries. This program designed to teach and enhance Inuit Beneficiaries skills in informatics and promote meaningful employment within Nunavut.

## **Technical Professional Studies Scholarship and Computer Award Program**

CGS supports an annual Technical Professional Studies Scholarship, which is provided to high achieving students studying in the fields of engineering, informatics, community planning, business studies, and college programs of firefighting, training and prevention and land administration, for which there is ongoing need for accredited and trained staff. This scholarship program is meant to encourage students to stay in school until degree or certification completion. This technical professional studies scholarship supports the value of *pilimmaksarniq/pijariuqsarniq*, as students learn and develop skills through observation, mentoring, practice, and effort.

In addition, the continued Computer Award Program offered by CGS further supports the value of *pilimmaksarniq/pijariuqsarniq*. In conjunction with Department of Education officials and the foregoing programs, it is hoped that that the GN will observe early awareness of career opportunities and more meaningful improvements in Inuit and northern representation in Informatics Planning and Services.

## **Search and Rescue**

CGS continues to recommend and support that each community has an Elder committee which can advise and assist in community search and rescue initiatives. These committees are able to share their traditional knowledge on appropriate hunting areas to search, land and ice conditions, and assist in Inuktitut/Inuinnaqtun public announcements regarding how to make safe travel plans and be prepared on the land.

Further, the Elders committees serve in an advisory role as to when a search and rescue operation should continue or cease based on their knowledge of weather and likelihood of survival. The committees are fundamental in fostering the values of *inuuaqatigiitsiarniq*, *piliriqatigiinniq*/*Ikajuqtigiinniq*, *qanuqtuurniq*, *pijitsirniq* and *aajiiqatigiinniq*, and strengthen the value of working together for a community cause, while being resourceful and generating decision making through discussion and consensus.

### **Nunavut Municipal Training Organization (MTO)**

CGS continues to support the MTO, which is focused on providing Nunavut-specific training, community-specific 'targeted' training and other development opportunities to enhance every aspect of municipal operations. The MTO organization strives to support the values of *pilimmaksarniq*/*Pijariuqsarniq*, *pijitsirniq*, and *piliriqatigiinniq*/*Ikajuqtigiinniq* through continued educational and skills development initiatives and further providing the municipalities the capacity to do as such.

### **Sport and Recreation**

Nunavut's sport and recreation Organizations are a key element of the territory's sport delivery system, and are involved in the planning and development of community level sport programming, intercommunity events and the selection and preparation of athletes and coaches for major games. CGS fosters a partnership with various Nunavut sport and recreation organizations through the Sport and Recreation Division. CGS works with these sport organizations to plan program delivery for programming seasons. This partnership honors the value of *pilimmaksarniq*/*pijariuqsarniq* by enriching the continued development of the communities in a sport and recreation capacity.

## **Qulliq Energy Corporation**

### **Operational Initiatives**

Qulliq Energy Corporation (QEC) has created and filled the position of IQ and Language Plan Advisor. The individual in this position has been active



on Tuttarviit and continues to communicate with the Language Office as needed. He is also a member of Uqausiit, which is a terminology group working under Tuttarviit.

QEC is currently creating guidelines and terms of reference to create an ILPA/OLA/ISV Advisory Committee with proportionate representation from each region in Nunavut and QEC's two headquarter offices to ensure implementation in a consistent and cohesive manner.

QEC has also translated all documents and forms for its customer service group that deal directly with the public.

## **Department of Justice**

### **Program Initiatives**

#### **Corrections**

All correctional facilities try to incorporate Inuit values through traditional programming. Correctional programs facilitate communication with and access back to the community. Offenders have access to traditional healing programs in order to maintain cultural values and traditions, and one of the ways this is achieved is through the Inuit Cultural Skills Program (ICSP). It is also vital for offenders to be able to communicate with family and friends in their hometowns while incarcerated, so that community ties can be maintained.

#### **Legal Will Guide**

The Department of Justice has created the first guide to drafting a will in the Inuit language. The department created a language working group in order to translate some of the complex terminology issues related to writing a will. This guide will allow more Nunavummiut to make their wishes known in their language of choice.





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program, as it would apply to all employees, not just those in positions which require the use of a second language. The development of assessment tools and language programs will get started in 2013-14.

### **Sivumuaqatigiit Mentorship Program**

The following are initiatives undertaken by the Department of Executive and Intergovernmental Affairs with regards to the Sivumuaqatigiit Mentorship Program:

- Mentoring is a tradition and strength deeply rooted in Inuit culture. The Mentorship Program is designed to reflect an Inuit cultural model for learning, where an elder/expert passes their skills to a new learner with proven aptitude.
- A made-in-Nunavut "Introduction to Mentorship" booklet and supporting DVD are available for employees considering becoming a mentor.
- A call for current and retired public service mentors is currently being prepared so a roster of trained mentors become available for any GN employee who wishes to have one.

### **Sivumuaqatigiit Cultural Orientation Program**

The following are initiatives undertaken by the Department of Executive and Intergovernmental Affairs with regards to the Sivumuaqatigiit Cultural Orientation Program:

- Cultural orientation sessions are delivered in conjunction with employee orientation sessions.
- The deliveries can be in a classroom setting or seasonal, one day, on-the-land sessions to introduce employee to:
  - The History of Nunavut
  - Inuit Societal Values
  - 8 Guiding Principles
  - GN Mandate
  - Traditional Inuit Activities
- EIA offers assistance to departments who want to deliver customized cultural orientation workshops tailored to their respective department.







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*Qanuqtuurniq, and Avatittinnik Kamatsiarniq* - are most relevant and how they apply.

Legislative proposals are reviewed by Malingaksanik Qimirrujiit (MQ). MQ has six members: EIA's Legislative Coordinator (Chair), Director of the Legislation Division of the Department of Justice, and Directors of Policy from the departments of EIA, Finance, and Culture and Heritage. MQ provides input from a government-wide perspective with particular attention to legal, policy, ISV, and financial issues.

The Cabinet room has interpretation equipment and Ministers in Cabinet meetings are able to speak freely in either Inuktitut or English.

### **Government Liaison Office**

A Government Liaison Officer (GLO) is each community's central point-of-contact with the Government of Nunavut. All GLOs are bilingual, ensuring Nunavummiut have access to information in the language of their choice.

The first training that GLOs participated in was IQ training.

### **Communications**

Ensuring that the GN provides information in all official languages and that it follows both the *OLA* and *ILPA* is crucial to the success of the government.

Social media communications included Facebook, Twitter, and YouTube posts, among others. EIA communications staff ensure that:

- Videos are uploaded to YouTube in Inuktitut and English (including subtitles for both languages as needed);
- Facebook posts appear in four languages;
- Information provided on the new GN website is displayed in both Inuktitut and English, followed by Inuinnaqtun and French as translations are received. Department websites will follow suit in the near future;



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- Emails received through [Info@gov.nu.ca](mailto:Info@gov.nu.ca) are responded to in the language they are received in;
- The GN newsletter is distributed in all languages;
- All GN documents are available in all languages, printed or electronically;
- All GN advertisements are in the language of the intended audience;
- Accessing people and services at EIA is mainly done through the 1-800 number or reception – both are answered in Inuktitut and English.

## **IQ Activities**

EIA is responsible for planning and organizing community events and dignitary visits. All events, whether private or public, promote and include country food and traditional Inuit activities.

EIA staff work together with the Premier's Office, NTI, AANDC, and Nunavut Tourism to coordinate Nunavut Day activities.

EIA staff activities include celebrations of personal milestones, retirements and achievements. All celebrations include country food and often Inuit games. Along with annual IQ days, Inuit educational videos are shown in the EIA boardroom every few months and staff are encouraged to attend.

## **Department of Education**

### **Program Initiatives**

The following are some examples of Department of Education policies and programs supporting ISV and IQ:

- Curriculum review and development is done by teams made up of Inuit educators and long-term northern educators in consultation with Elders. Elder Advisory Committees research all elements of Inuit culture required for the education system. They provide input to all projects and materials developed. The Department of Education also works in partnership with the western provinces and the other two territories to develop curriculum frameworks for major areas of study





like Social Studies, Math and English. This is done so that everyone involved has similar expectations for what students learn.

- All teachers are provided with three foundation documents published by the department that outline cultural laws, beliefs, values, stages of learning and integrated learning strands for all curriculum development, as well as for assessment and inclusion.
- The K-6 Planning Guide shows teachers how to incorporate the foundation documents, IQ principles, Inuit societal values in their classrooms.
- A teacher evaluation tool assesses how well teachers incorporate cultural knowledge and skills, IQ and values in teaching.
- Principal evaluation tools assess how well principals incorporate cultural knowledge and skills, IQ and values in the school.
- Principals have to report annually on their plans for staffing to meet teacher requirements for their Language of Instruction model.
- Principals have to report monthly to the District Education Authority (DEA) on Elders in schools on the cultural components of the school program.
- Principals have to incorporate information on IQ, ISV and cultural content and skills into annual School Program plans.
- Principals have to provide information on IQ, ISV and cultural content and skills into their bi-annual school effectiveness reports.
- DEAs have received a set of guidelines and reporting tools for community consultation related to the *Education Act* and major curriculum projects.
- A bilingual screening tool helping to assess language proficiency has been piloted in Kindergartens.
- Bilingual teaching units and learning resource kits are being developed for grades 1-3.
- A new K-6 Inuktitut Language Arts curriculum is starting this year.
- Inuktitut Language Arts courses and teaching/learning materials are already available for grades 10-12.
- New Inuktitut Language Arts materials are under development for grades 7-9.



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- An English as a second language curriculum is in schools.
- Teaching units and resources for grades 7-9 English as a second language are in schools.
- New high school Social Studies units are being developed bilingually.
- Work is underway to provide materials developed in English for high school in Inuktitut, such as *Aulajaaqtut* (Health, Wellness and Identity) units.

### **Operational Initiatives**

The mandate of the GN is focused on helping communities and people work with government to build the territory's future . It is the GN's vision to develop a government that reflects ISV and is guided by the principles of IQ.

In support of this vision, the *Education Act* states that it is the responsibility of the respective Minister, the DEAs and education staff to ensure that ISV and the principles and concepts of IQ are incorporated throughout, and fostered by, the public education system.

The legislative requirements in the *Education Act* provide guidance for policy and program development, helping the department make significant improvements in the education system in Nunavut.

The *Education Act* ensures that: bilingual education is provided for all students; Inuit culture is the foundation for every aspect of the education system; greater local control is given to DEAs; and more support is provided for students to stay engaged and succeed in their education.

Guided by the Education Act legislation the GN is strengthening partnerships between the education system and all stakeholders.

By working together to use and promote Inuit language and culture in the education system, students, parents, families and communities will recognize the important role they play in supporting academic success for all.

## Education Act Legislation Supporting ISV and IQ

The following are examples of Education Act Legislation which supports the use of ISV and IQ:

- The DEAs receive \$1.5 M funding annually provided through the *Education Act* for Inuit language and culture programs. This funding supports the *Innait Inuksiutilirijiit* program, bringing Elders into the schools as part of the school team. The Department of Education recognizes the vision, leadership and education offered by Elders is vital in building a school system that is substantially shaped by IQ, reflects local needs and values and supports life-long learning. The certification of Elders as *Innait Inuksiutilirijiit* is a collaborative program between the schools, DEAs and the Department of Education to help strengthen Inuit culture, language and traditions in Nunavut schools by making Elders an integral part of the education system.
- The *Education Act* states that all children can learn, that learning is an individual process, and that diverse learning needs and abilities should be supported in an inclusive education system: *Inuglugijaittuq* – the foundation for inclusion in Nunavut schools. To assist with the implementation of inclusive education the Department of Education has hired over 150 Student Support Assistants to work with teachers and students. The *Education Act* states that every school must have a Student Support Teacher and a School Community Counselor.
- *Ilinniavimmi Inuusilirijiit*, School Community Counsellors hold important roles in Nunavut schools. They help build partnerships between our students, their parents, school staff, the District Education Authorities and the communities. The department provides a training program for the *linniarvimmi Inuusilirijiit*. The program includes content such as IQ and ISV, traditional child socialization, counseling skill development, understanding the Nunavut school system, communication skills, leadership and personal development.
- The *Education Act* requires schools to have an *Inuuqatigiitsiarniq* policy that reflects the Inuit perspective on learning. The DEAs draft this policy focusing on creating a positive school environment that supports respectful relationships and behaviours and encourages learning.



- The *Education Act* allows DEAs to modify education curriculum by to developing programs that reflect local language and culture. DEAs, working with the schools have begun sending in their local programs with expected learning outcomes for approval by the Minister of Education. This type of program development helps involve parents and promotes community involvement in the school program.
- It is legislated in the *Education Act* that DEAs report on how they and the school staff have been providing school programs based on ISV and the principles and concepts of IQ. The DEAs understand these expectations and forms have been provided to them for reporting.
- To support the use, development and revitalization of the Inuit language the *Education Act* requires that children in every community be taught in the Inuit language from Kindergarten to grade three. This requirement is being met.
- In Nunavut it is believed that bilingual education can contribute to the preservation, use and promotion of Inuit language and culture. Bilingual education is legislated under the *Education Act* to produce graduates who are able to use both languages competently in academic and other contexts.
- The Department of Education is dedicated to working toward a strong Inuit language presence in schools in Nunavut. It is committed to providing students with the supports they need to become strong bilingual Inuktitut-English/French speakers. Several models of instruction were suggested to meet the needs of each community. Communities established Language Committees to assist with the selection of models and development of long-term staffing plans for their schools.
- All DEAs have selected their Language of Instruction model and approximately 60 additional teachers were hired in 2011 to support bilingual education and to help provide a wide range of programs. Next steps involve developing long term staffing plans and providing in-service on language of instruction to teachers.
- Section 17 of the *Education Act* requires DEAs to provide an early childhood education program to promote fluency in the Inuit language and knowledge of Inuit culture. \$1.6M has been made available to DEAs in 2013/2014 to support language and culture programming in early childhood.

- To meet the legislative requirement for curriculum that supports the language of instruction and bilingual education models in schools, the department has created new bilingual curriculum units for four and five year olds that will build connections between early childhood programs and kindergarten teaching. The activities in these three curriculum units (Stars, Boats and Fish) provide a foundation of learning based on Inuit language, culture, values and traditional knowledge to help young learners develop pre-literacy skills that support school readiness. They also support thinking and early literacy skill development.

**Department of Health**

## Operational Initiatives

The Department of Health has an IQ Coordinator, who provides advice to staff members on IQ. The use of Inuktitut is encouraged in the workplace and non-Inuktitut speakers are supported in their efforts to learn to speak Inuktitut.

The Pulse is a monthly newsletter that celebrates the accomplishments of staff and to make staff members feels part of a team. Appreciation events such as an annual staff Barbeque in Iqaluit are held to recognize staff. In addition, staff is encouraged to bring their families and the senior management team does the cooking.

The department supports Cultural Immersion Days across the territory. In addition, potlucks and other events encourage the participation of all staff members to learn about Inuit history and culture.

At meetings and gatherings, the participation of all staff members is encouraged and their views are actively sought.

With respect to legislation, the proposed amendment to the *Child and Family Services Act* recognizes ISV.



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Other policy documents such the draft Ilagiitsiarniq Family Violence Prevention Framework for Action, the social services review and the medical travel policy incorporate ISV where possible.

It is the goal of the department as new Health Centres are built to have them as a place where the community can gather and feel welcomed.

## **Department of Family Services**

### **Operational Initiatives**

The Department of Family Services was established to provide one-window access to programs and services to support individuals and families facing situations of vulnerability, and to promote enabling conditions for self-reliance in accordance with ISV.

#### **Career Development Practitioner Certificate Program**

In partnership with Nunavut Arctic College, this program provides training for new practitioners and those currently working in the areas of career counseling, employment services, human resources, client service delivery, and training and development to gain proficiency in key competencies of the Canadian Standards and Guidelines for Career Practitioners. It integrates content and methodology reflective of Inuit culture and the realities of Northern communities.

#### **Child and Family Services Act**

Child and Family Services Act amendments include revisions that incorporate ISV and require that they be used in the administration and interpretation of the Act. Other changes to practice and areas of capacity development will support the incorporation of ISV.

#### **Collaboration for Poverty Reduction Act**



Passed in May 2013, this Act emphasizes the central role of collaboration – working together and helping one another – as the principal path the government must follow to reduce poverty.

### **The Nunavut Anti-Poverty Secretariat**

The Nunavut Anti-Poverty Secretariat supports the Nunavut Roundtable on Poverty Reduction. The Roundtable is leading the development of Nunavut's five year poverty reduction action plan through a process of public engagement that prioritizes ISV.

### **Training and Orientation**

The Department of Family Services has been working with the Department of Culture and Heritage to improve training so that it includes ISV content in its orientation and training of frontline staff and supervisors in the social services side of the operations. Regarding income assistance services, there is code of ethics developed for all Income Assistance Workers.

### **Training Supports**

The Department of Family Services delivers funding through the Adult Learning and Training Supports and Training on the Job programs and in association with partners with other funding sources to assist individuals to take advantage of training opportunities. To become self-reliant, social assistant clients are encouraged to undertake productive choices and are often referred to Career Development Officers for employment and career counseling or to access funding for education upgrading or training.